

## Writing an Advertisement (with Brochure) :

### Trees for Life

Teacher Name: **Mrs. Ross**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Focus on Topic (Content)</b> <b>-DOUBLE POINTS!</b>	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information about trees! (x2) Shows a full understanding of the topic.	Main idea is clear but the supporting information is general about trees! (x2) Shows a good understanding of the topic.	Main idea is somewhat clear but there is a need for more supporting information about trees! (x2) Shows a good understanding of parts of the topic.	The main idea is not clear. There is a seemingly random collection of information about trees! (x2) Does not seem to understand the topic very well.
<b>Grammar &amp; Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
<b>Stays on Topic</b>	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
<b>Volume</b>	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
<b>Attractiveness &amp; Organization</b>	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.

<b>Knowledge Gained</b>	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
<b>Graphics/Pictures</b>	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems \"text-heavy\".	Graphics do not go with the accompanying text or appear to be randomly chosen.
<b>Writing - Organization</b>	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
<b>Campaign/Product</b>	Students create an original, accurate and interesting product that adequately addresses the issue.	Students create an accurate product that adequately addresses the issue.	Students create an accurate product but it does not adequately address the issue.	The product is not accurate.
<b>Persuasiveness</b>	Students create an advertisement which effectively persuades audience with at least 3 reasons for supporting student views.	Students create an advertisement which effectively persuades audience with at least 2 reasons for supporting student views.	Students create an advertisement which somewhat persuades audience with at least 2 moderately logical reasons for supporting student views.	Students create an advertisement which does not effectively persuade audience with reasons for supporting student views.